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ABSTRACT

The research was designed to determine whether: (1) ninth-grade male and female students differ in their perceptions of job characteristics which would be important to them in choosing an occupation, (2) ninth-grade male and female students differ in their perceptions of what constitutes job "success," and (3) counselors and teachers can predict the degree of importance that selected job characteristics have for ninth-grade students. Male and female students were in general agreement about what consitutes job success and about which factors would be important in choosing an occupation. The teachers were, as a rule, unable to predict their students' feelings about which job characteristics would be important in choosing an occupation. Males and females indicated the best definitions of occupational success meant doing the best one can on the job, helping others, and earning a good salary. They also agreed that personal satisfaction from doing a job well, steady employment, secure future, and interesting work were important factors to be considered in choosing an occupation. Tables, instruments, and appendixes are included. (Author)

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CAN TEACHERS PREDICT NINTH-GRADE STUDENTS' PERCEPTIONS OF THE IMPORTANCE OF SELECTED JOB CHARACTERISTICS IN CONSIDERING AN OCCUPATION?

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August, 1974

ABSTRACT

The research was designed to answer the questions: 1) do ninth-grade male and female students differ in their perceptions of job characteristics which would be important to them in choosing an occupation, 2) do ninth-grade male and female students differ in their perceptions of what constitutes job "success", and 3) could counselors and teachers predict the degree of importance that selected job characteristics have for ninth-grade students.

Questionnaires were administered to 70 selected students and to 35 teachers and counselors who knew the students. The students were asked to report which job characteristics they would consider important in choosing an occupation, and the teachers were asked to predict the students' responses. Male and female students were in general agreement about what constitutes job success and about which factors would be important in choosing an occupation. The teachers were, as a rule, unable to predict their students' feelings about which job characteristics would be important in choosing an occupation.

Male and females indicated the best definitions of occupational success meant doing the best one can on the job, helping others, and earning a good salary. They also agreed that personal satisfaction from doing a job well, steady employment, secure future, and interesting work were important factors to be considered in choosing an occupation.

The job characteristics and definitions of job success important to students are reported. The degree to which teachers/counselors could identify what would be important to their students is also reported. Tables (31), instruments, and appendixes are included.

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I. INTRODUCTION

A better job of vocational preparation and guidance for students in the schools has long been a concern of many teachers and counselors. It is obvious, however, that current practices in schools have not always kept pace with current theory in career development. What can be done to improve these services, to provide curriculums that bring together the latest vocational development theories, and to communicate with students about the "world of work" in a language that is understandable and relevant is of considerable concern.

It appears that career choice begins very early in life and is a continuous developmental process. However, about the time individuals reach their early teens, they begin to focus on rather specific job factors (wages, working conditions, etc.) that would be important to them in choosing a career. Unfortunately, educators may be unaware of the job factors which are seen by students as being important and find that they are hampered in their efforts to provide sound career development experiences.

The New Orleans Public Schools, as part of the effort to provide career development experiences, has periodically assessed student perceptions of job factors that would be important in considering a career. The data yielded by the assessments has been helpful in planning, conducting, and assessing career development programs such as "The World of Work" and "An Exemplary Program for Occupational Preparation."

The purpose of this paper is to report (1) one of the techniques used and the data obtained concerning the assessment of ninth-grade students perceptions of the importance of selected job factors, and (2) to provide data about the degree to which teachers can identify job factors that are important to students.

II. BACKGROUND OF THE RESEARCH

The task of selecting and preparing for an occupation is a simple one in a primitive society but is a complex task for many adolescents in America. In the past, selecting a vocation has been primarily a task for boys in our society, but is now becoming one of increasing importance to girls. The young girl can anticipate a very different way of life from that of her grandmother or her mother. Labor-saving household equipment and prepared foods shorten the time required for domestic duties and the need for increased family income to help counteract rising costs leads more and more to the increasing number of women seeking employment. The trend for women to lead more self-fulfilling lives has also had a significant impact on educators realizing that both males and females need experiences that contribute to career development.

Educators recognize that for both males and females the process of finding the right occupation is often one of trial and error or accidental happenings. Further, they recognize that the process of vocational decision making is a developmental process, and well may begin during the early school years of the child's life. Since the needs of students in vocational development are continuous and are not restricted to one sex or any one specific life stage or institutional setting (see Hansen, 1967, for example), educators are placing increased emphasis on providing school experiences which will assist students in developing the skills and knowledges essential to the making of wiser vocational plans and decisions.

While educators are aware of the importance of providing students with vocationally oriented experiences, they are generally unsure of, or are in disagreement about the nature of these services. Attempts have often consisted

of one day "career day", an occasional "assembly", "college day," a little information from the school counselor, and a few specialized programs such as, diversified education (D.E.) and vocational education tracts. Educators have also been hampered in their attempts to assist students in the vocational decision-making process by lack of knowledge of the vocational interests of their students. It appears that many school personnel have limited knowledge of the kinds of things that influence their students' thinking about their future occupations. Further, they may be limited in their knowledge of whether the factors which might influence a male's thinking about a future occupation are the same factors which would influence a female's thinking.

It appears that the meanings of work and the occupational values of boys and girls begin to stabilize at about the ninth-grade level and they can identify job factors that influence their thinking about future occupations. However, when the question is asked, "What do you want to work at? If you had your chance at any type of work, what would you really like to do?", some adolescents hesitate and then answer in job stereotypes. Others know immediately what they would like to do but realistically know they will never attain that type of work. For many, the answer is, "I don't know." Nevertheless, many ninth grade students can readily identify factors such as salary, advancement opportunities, etc., that would have an effect on their career choices. Often, these job factors are those elements which make up a "good job."

Much has been written on what constitutes a good job. The physical nature of the job, the amount and nature of supervision, level of wages, fairness of treatment, relations with others, regularity of employment, and the like, are factors both adults and adolescents agree effect job satisfaction. Many are particularly concerned with advancement opportunities.

While students may differ in their perceptions of the importance of certain job characteristics, Champagne, (1967), for example, indicated that, among other things, many individuals are attracted to jobs on which they will be given some measure of responsibility and that external rewards such as salary are less important than internal rewards, such as job satisfaction and job achievement. Flores and Olsen, (1967), reported data which suggest that the job factor of occupational prestige is one of the more important considerations given to job selection by junior high students. Sorenson and Morris, (1962), reported that ninth grade students felt that in their process of selecting an occupation they would be attracted to vocations in which they would enjoy the tasks of the job and in which they could earn respect from fellow workers and employers. Powell and Bloom, (1962), report data which support the findings of Champagne, Flores and Olsen, and Sorenson and Morris in that their findings suggest that students considered job status, job task success, and job satisfaction as being important considerations in the choosing of an occupation. Goodman, (1968), found interest as second in importance only to security, whereas, wages, conditions, socializing, hours, ease, and benefits were far less important to adolescents. Barbe, (1963), found adolescents to be more concerned about a career choice much earlier than previous research had found.

Although data were available from the research mentioned, there was no such data available for students in the New Orleans area. Educators in the New Orleans Public Schools have been aware of the necessity of identifying student perception of which job characteristics (factors) are seen as being important in considering a career and have periodically assessed such perceptions. Papers by Sturges, (1971), Sturges, (1970), and Young, (1971), report such assessments and the data have been moderately valuable in the

planning of New Orleans career development programs such as "The World of Work," and "An Exemplary Program for Occupational Preparation."

The data reported on the following pages were obtained during the 1971 and 1972 academic years as a part of the effort of the New Orleans Public Schools to provide information that would be useful in planning career development experiences for students who were enrolled in the ninth grade.

III. STATEMENT OF THE RESEARCH PROBLEM

Educators in the New Orleans Public Schools realized that for several years a difference of opinion has existed regarding the relative effectiveness of the students' study of occupational information and the various job factors that seem to be important to them in selecting their future life's work. They say that the majority of the studies made on students have been based on job-status values and attitudes, and in few instances has evidence of students' perceptions of factors important in job selection been presented and that there was little information about the degree to which teachers understand their students' feelings about factors to be considered in vocational decision making.

Since school personnel lacked knowledge of their students' interests in the general area of vocations, of whether males and females differed in their interests, and of what students saw as being "success" in the occupational world, it was difficult for them to plan experiences which were relevant and which would tap the student's interests. It seemed then that a research study which would yield data descriptive of male and female students' perceptions of occupational factors which they see as important in their vocational decision making would assist the educators in their curriculum planning. It was also desirable to have some information as to

the extent to which teachers could identify the factors which were important in shaping their students' thinking about occupations.

There was, then, a need for information which would help New Orleans educators in underatanding the vocational interests of their students and in planning experiences which will be valuable to young people in their vocational decision making.

More specifically, the following questions were posed for the research:

1. Do ninth-grade male and female students differ in their perceptions of job factors which would be important in choosing an occupation?
2. Do ninth-grade male and female students differ in their perceptions of what constitutes job "success?"
3. Do teachers and counselors accurately identify the degree of importance that selected job factors have for ninth-grade students?

IV. METHODOLOGY

A. Construction of the instruments

One of the first steps taken in conducting the study was the construction of the instruments which would be effective in obtaining data which were accurate and which would be relevant to the problems to be investigated. In order to answer the questions posed in the study, instruments were either developed for the study or existing instruments were modified.

(1) A questionnaire designed to obtain information relevant to the student's occupational aspirations and characteristics.

(2) A student data sheet, to be completed by the teacher, designed to obtain descriptive data concerning the students participating in the study.

(3) A questionnaire designed to yield data relevant to the degree of importance that selected job factors were to ninth-grade students and relevant to teacher perception of student attitude toward job factors.

(4) A questionnaire developed by Sorenson, (1962), designed to determine student perception of job "success."

The first step taken in the construction of instruments was to review the literature related to the problems to be investigated and relevant to techniques and methodology of questionnaire construction. Appropriate text, periodicals, and reports of studies conducted in the area of vocational choice were examined. One of the purposes of reviewing the literature was to compile a pool of items which was appropriate to the questions posed and which might be incorporated as part of the questionnaires. Suggestions of items came from studies reported by Banducci, (1967), Sorenson and Morris, (1962), Perrone, (1967), Champagne, (1967), Powell and Bloom, (1962), Sturges, et al, (1970), Sturges, (1971), Grunes, (1967), Super, (1961), and Roe, (1968).

A large number of items relevant to factors which individuals may see as being important to them in the vocation choosing process came from the studies conducted by Chanpagen, (1967), Champagne, (1968), Sturges, et al., (1970), and Sturges, (1971).

Appropriate texts and the like were consulted as part of the effort to examine theories of vocational decision making processes and influences.

From this examination of the literature a small pool of items were compiled. These items were then examined to determine which would be most suitable for gathering data for this particular study. From this pool, four items were selected which would produce data relevant to the students' occupational and educational aspirations.

A portion of an instrument designed by Sorenson and Morris (1962), plus a slight modification of the instrument used by Sturges, et al. (1970), were also selected as being appropriate instruments for use in this study.

The scale developed by Sorenson consists of eight items which call for the respondent to indicate the definition which best describes on-the-job success. The thirty item scale designed by Sturges et al. (1970), the Job Factor Questionnaire (JFQ) requires the respondent to indicate the degree to which he sees selected descriptions of job-associated factors as being important to him in the choosing of an occupation. Both of these scales can be loosely described as Likert-type scales and yield frequency data, and, as a result, yield data which cannot be treated with the more powerful parametric statistical techniques which are often applied to scale data produced by Guttman and Thurstone scales; however, Likert-type scales are suggested by Shaw (1967, p. 15-32) and Anastasi (1968, p. 486-487) as being useful scales in attempting to answer questions such as those posed in this study. As Shaw (1967, p. 24) points out, "...Likert-type scales are often reliable and valid, but they probably should be treated as ordinal scales."

These instruments, plus the letters of instruction which accompanied them are shown in the appendix.

B. Procedures used in gathering data

The questionnaire which asked the students to indicate which description best described on-the-job success was administered to 117 randomly selected students in five junior high schools, This instrument was a modification of the one developed by Sorenson and Morris (1962), Approximately 45% of the students were male and 35% were black students.

In order to obtain information about whether ninth grade male and female students differed in their perceptions of job factors that would be important to them in choosing an occupation and to determine the degree to which teachers and counselors could accurately identify this degree of importance the JFQ was administered to 35 teachers/counselors and to 70 ninth-grade students. Each of the 35 teachers or counselors (hereafter referred to as teachers) was asked to identify both a female and a male student that would be reasonably representative of the students in the teacher's school and who were students that they knew well. They were then asked to respond to the JFQ twice, once in a manner in which they believed the male student would respond to the instrument and once in a manner in which they believed the famale would respond. They were, in effect, asked to predict how important the different job factors would be seen by the students. The 70 students identified by the teachers were then asked to complete the JFQ. The students and teachers came from 12 junior high schools in New Orleans.

C. Data Treatment

The obtained data were analyzed in an effort to answer the questions posed for the research. Each of the three questions stated in the problem section of the report are restated here with an accompanying description of the methods used in analyzing the data relevant to the question.

1. Do ninth-grade male and female students differ in their perceptions of job factors which would be important to them in choosing an occupation?

2. Do ninth-grade male and femlae students differ in their perceptions of what constitutes job "success?"

3. Do teachers and counselors accurately identify the degree of importance that selected job factors have for ninth-grade students?

The data which were analyzed in the attempt to answer questions one and three were yielded by the JFQ. The questionnaire yielded frequency data since the students and teachers had responded by indicating to each of the thirty job factors would be "very important," "important," not too important," or "not at all important," to them in choosing a possible occupation. For each of the job factors the proportions of the three groups indicating the different degrees of importance were compared. The null hypothesis in each of the comparisons was: there are no differences among the groups with respect to the proportions of the groups indicating degrees of importance of the particular job factor. Chi-square tests of significance were used in determining whether the differences among the groups were significant. Edwards, (1967, pp. 323-337), indicates that chi-square is one of the most appropriate techniques for analyzing frequency or nominal data. The level of confidence for the rejection of the null hypothesis was set at .05.

The data which were analyzed in an attempt to answer question two were yielded by the instrument which was a modification of one which had been developed by Sorenson and Morris, (1962), and which required the respondent to choose the "best" definition of job success from a list of eight such definitions. The frequencies of males and females choosing each of the definitions were computed and reported.

V. DATA ANALYSIS

In an attempt to answer the question, "Do male and female students differ in their perceptions of what constitutes job success?" a series of definitions was provided and the students, (n=117), were asked to select the one which best defined occupational success. The relative frequency of males and females choosing each definition is shown in Table 1.

Table 1

Number and Percentage[a] of Students Choosing From Selected Definitions the One Which They Felt Best Defined Occupational Success

Definitions	Male (n=44)		Female (n=73)		Total (n=117)	
	n	%	n	%	n	%
Success means enjoying the tasks of the job	3	7	4	6	7	6
Success means earning the respect of one's fellow workers and employers	4	9	5	7	9	8
Success means gaining satisfaction from helping others	7	16	14	19	21	18
Success means getting promoted on the job	1	2	5	7	6	5
Success means having a prestige job that other people envy	1	2	4	6	5	4
Success means doing the best one can within one's capabilities	22	50	30	40	52	44
Success means doing as little as possible for the highest pay	2	5	1	1	3	3
Success means earning the highest possible salary for that kind of work	4	9	10	14	14	12

[a]Percentages rounded to nearest whole numbers

Examination of the data in Table 2 shows that almost 45% of the students indicated that the best definition of occupational success means doing the best one can within one's capabilities. The other definitions, in rank order, which were selected by the students as being most descriptive of success were: (1) success means gaining satisfaction from helping others and (2) success means earning the highest possible salary for that kind of work. The data also suggest that male and female students do not differ in their perceptions of what constitutes job success.

The data in Table 2 may present a more valid representation of what young people consider to be job success than does the data presented by Sorenson and Morris. It may be more valid in that almost 45% of the students' definition of job success was a definition not provided by Sorenson in his original study.

Table 2 shows that both boys and girls seem to agree on the same items. These students may be responding in a more realistic manner to the definition of job success than in the Sorenson and Morris study. The preference of both the girls and boys in the Sorenson and Morris study, in rank order, was: (1) enjoying the tasks of the job, (2) earning the respect of one's fellow workers and employers, and (3) getting promoted on the job. These responses were considered to be highly idealistic by Sorenson and Morris. The data in Table 2 reveal that both male and female students overwhelmingly selected the definitions that combined high status, security, self-satisfying work with financial reward.

The data which were analyzed and which were relevant to the questions of: (1) do ninth-grade male and female students differ in their perceptions of job factors which would be important to them in choosing an occupation, and (2) do teachers and counselors accurately identify the degree of importance that selected job factors have for ninth grade

students, were obtained by administering the JFQ to 70 students and 35 teachers. The JFQ consists of thirty job factors, in random order, to which the students responded by indicating the degree to which each factor would be important to them in choosing an occupation. The teachers responded to the same instrument in a manner they felt their students would respond. The thirty job factors are listed below:-

1. Personal satisfaction from doing a job right
2. Praise for good work from fellow workers
3. Good working conditions
4. Good pay
5. A good boss
6. A steady job
7. Duty to do my best on the job
8. Respect for holding a good job from friends and family
9. Liking the job itself
10. A boss that does not bawl out workers
11. Chance to prove that I can do as well as anyone else
12. Praise for good work from the boss
13. Chance for promotion
14. Chance for a pay raise
15. A good company
16. Working with friends and neighbors
17. Nice people to work with
18. A chance to exercise leadership
19. A chance to help others
20. A chance to use my special abilities
21. A place in which I can work alone
22. Time to be with my family
23. A place where I can work with other people
24. Opportunity to be creative and original
25. Secure future
26. A job close to home
27. Vacation and holidays with pay
28. Interesting work
29. Job extras such as pensions, sick benefits, etc.
30. A chance to be my own boss

For each of the thirty job factors listed above, the relative frequency of males, females, and teachers was compared in an effort to determine whether ninth-grade male and female students differed in their perceptions of job factors which would be important to them in choosing an occupation and whether teachers and counselors accurately identify the degree of importance that selected job factors have for ninth-grade students.

For each of the comparisons on each of the thirty job factors, chi-square values were computed. The data for each of the factors plus the results of the application of the chi-square test of significance are shown in Tables 2-31 which are contained in the appendix of the report.

A discussion of the responses to each of the job factors follows.

Personal satisfaction from doing a job right (Table 2)

Examination of the data in Table 2 shows that the comparison of males and females produced a non-significant chi-square value. However, the comparison of teachers' perceptions of the importance of the job factors with those of the students' perceptions yielded significant values, i.e., considerably more students perceived personal satisfaction from doing the job right as being very important while teachers tended to feel that this job factor would be merely important or not too important to their students.

It would appear from the data shown in Table 2 that the students tended to see this item as being quite important to them while teachers estimated that this item is not one in which students would see much importance.

Praise for good work from fellow workers (Table 3)

Analysis of the data shown in Table 3 would suggest that both males and females saw praise for good work in a similar manner. The data also show teachers were able to accurately predict the degree of importance of praise for good work. Approximately 55% of the students saw praise for good work as being either very important or important to them and approximately 45% saw this factor as having little or no importance to them in choosing an occupation. Slightly more than 50% of the teachers predicted that this factor would have little or no importance to ninth-grade students but the differences between the relative frequencies of the groups were not significant.

Good working conditions Table 4

Examination of the data in Table 4 suggests that the students, both male and female, saw good working conditions as a factor that they would consider as being very important to them in choosing an occupation. The teachers, while predicting that ninth-grade students would see this as an important factor tended to underestimate the degree of importance that good working conditions would have for the students. The difference between teachers and students is that while approximately 57% of the students saw good working conditions as being very important, less than 20% of the teachers felt that the students would see this factor as being very important. The chi-square values resulting from the male-teacher and female-teacher comparisons were significant at or beyond .001.

Good pay (Table 5)

With respect to the job factor of good pay, both male and female students indicated that this would indeed be an important factor to them in choosing an occupation. Approximately 60% of the students indicated that this would be a very important factor. The teachers predicted that approximately 60% of the students would see this factor as being very important and were quite accurate in their estimate of how students would perceive the factor of good pay in choosing an occupation.

Good boss (Table 6)

The analysis of the data relevant to this job factor suggests that while more than 50% of the students saw a good boss as being a very important factor, the chi-square values were not sufficiently large to reject the null hypotheses. While students tended to see the factor of a good boss as being quite important to them, teachers differed, although not significantly, in that they anticipated that the students would see this as being less important than they actually did.

A steady job (Table 7)

The data in Table 7 indicate that considerably more males than females considered a steady job as being a very important factor to consider in choosing an occupation. However, a relatively small number of the teachers indicated that these students would see the factor of a steady job as being very important to them. The teachers indicated that they expected the ninth-grade students to see a steady job as being either important or not too important in choosing an occupation, while in fact, approximately 70% of the students saw this factor as being very important to them. The differences among the groups were significant for each comparison.

Duty to do my best on the job (Table 8)

The impact of the data in Table 8 is that approximately 80% of the students saw the duty to do their best on the job as being a very important factor to consider in choosing an occupation while approximately 12% of the teachers felt that this would be a very important factor to ninth-grade students. Generally, the teachers (67%) anticipated that students would see this factor as one which would be relatively unimportant to them in their consideration of an occupation. Although males and females agreed that this factor would be quite important, the teachers predicted a significantly lower degree of importance.

Respect for holding a good job from friends and family (Table 9)

The data in Table 9 again reflect the trend for students to see a particular job factor as being relatively more important than the teachers would anticipate. The data in Table 9 show that approximately 40% of the students indicated that respect for holding a good job would be very important to them, while only 10% of the teachers indicated that the students would see this as a very important factor. The difference between students' responses and the teachers' perceptions of how students would respond are

also reflected in the data reported in Table 9 in that less than 30% of the students said this would be merely important while the teachers indicated that they felt that more than 60% of the students would see respect for holding a good job as being merely important.

Liking the job itself (Table 10)

The data reported in Table 10 indicate that while male and female students agreed that liking the job itself was a very important factor in choosing an occupation, the teachers anticipated that the students' responses would be that this factor was either merely important or not important. Note that while more than 70% of the students indicated that liking the job itself would be very important to them, only 21% of the teachers indicated that they felt that the students would respond in such a manner. The significant differences between teachers and students is also reflected in the data in that almost 50% of the teachers indicated that they felt the students would see this item as being important, while in fact, only 18% of the students indicated that they felt that this factor was merely important.

A boss that does not bawl out workers (Table 11)

The data in Table 11 indicate that males and females were generally in agreement about the degree of importance that this factor would have for them in considering an occupation. The data also suggest that the teachers were fairly accurate in their perceptions of how the students would feel about this job factor. Approximately 50% of the students and 50% of the teachers saw this item as one which would have some degree of importance to the students, and 50% of all groups saw this item as being not very important in their considerations of a possible occupation.

Chance to prove that I can do as well as anyone else (Table 12)

The suggestion given by the data reported in Table 12 is that significantly more males than females saw a chance to prove that they could do as well as anyone else as being very important in considering an occupation. Almost 70% of the teachers indicated that they felt that the female students would see this factor as having little importance in choosing an occupation, while in fact, 20% of the female students indicated that they felt this way about the factor. The male students also saw significantly more importance to the factor than the teachers predicted.

Praise for good work from the boss (Table 13)

The data reported in Table 13 indicate that while approximately 70% of the students and 43% of the teachers felt that praise for good work would be important to ninth-grade students in choosing an occupation, almost 57% of the teachers felt that this factor would have little or no importance in ninth-grade students considerations of an occupation. The chi-square computations yielded a non-significant difference among males and females who saw this factor in a similar manner, but the teachers' perceptions of how ninth-graders would see this factor were significantly inaccurate.

Chance for a promotion (Table 14)

There was no significant difference found between the males and females and the data suggest that a chance for a promotion was relatively important to both. The teachers were able to predict with reasonable accuracy the degree of importance this item would have for female students but not for males. At least 49% of the male students indicated that chance for a promotion would be very important to them, but only 14% of the teachers thought that it would be considered by males as being a very important factor.

Chance for a pay raise (Table 15)

The data in Table 15 show that almost 85% of the male and female students saw a chance for a pay raise as being important or very important to them in considering an occupation. The teachers were able to forecast, rather accurately, the degree of importance that a chance for a pay raise would have for the students. The relative frequencies of the three groups were very similar and the computed chi-square values were not sufficiently large to reject the null hypotheses of no difference between the groups.

A good company (Table 16)

An examination of the data in Table 16 suggests that while most students indicated that a good company would be either very important or important to them, more than 50% of the teachers indicated that the students would see this factor as being relatively unimportant. The two chi-square values which were significant reflected the fact that approximately 85% of the students said this was an important factor, while the teachers predicted that more than 50% of the students would say that it was unimportant.

Working with friends and neighbors (Table 17)

The students responded to the factor of working with friends and neighbors by indicating that about 50% of them felt that it was important and about 50% felt that this was not an important factor. The teachers were accurate in their predictions about the manner in which students would respond to this item. None of the computed chi-square values were significant.

Nice people to work with (Table 18)

The data in Table 18 show that relatively few students (10%) saw nice people to work with as being an unimportant factor in considering a pos-

sible occupation. The teachers were quite accurate in anticipating how the students would respond to this factor in that 80% of them indicated that this factor would indeed be important to the students. The computed chi-square values were smaller than those required to reject the null hypotheses of no differences among the groups.

A chance to exercise leadership (Table 19)

With respect to a chance to exercise leadership on the job, both males and femlaes saw this as being relatively important (approximately 65%), but less than 35% of the teachers predicted that the students would see this factor as being an important factor. The data in Table 19 also show that the teachers predicted that more than 65% of the students saw it as being an important factor. The computed chi-square resulting from the comparison of male and female ninth-graders was not significant. The chi-square values yielded by the comparisons of teachers and students were significant which suggests that the teachers were relatively inaccurate in their predictions of how important this particular factor would be to ninth-grade students.

A chance to help others (Table 20)

The analysis of the data in Table 20 yielded significant chi-square values, i.e., males differed from females, and teachers were inaccurate in their predictions of the degree of importance that a chance to help others would have for students. In general, females thought that this factor was more important to them than did the males in that almost 70% of the females indicated that a chance to help others was very important while only 43% of the males indicated that this factor would be very important. This supports previous research findings that the females tend to see a helping relationship, or a job in which they can help others, as being one of the factors that they consider as being quite important to them.

A chance to use my special abilities (Table 21)

The data in Table 21 show that a large number (89%) of the students felt that a chance to use their special abilities would be an important factor to them but more than one-third of the teachers perceived that the students would indicate that this factor would be relatively unimportant. Another way of looking at the data in Table 21 is to notice that while almost 90% of the students felt that a chance to use their special abilities would be important only 65% of the teachers felt that the students would so respond. The most striking difference is in the fact that while approximately 45% of the students said that this factor would be very important, only 14% of the teachers predicted that the students would see this as being a very important factor. The differences between the teachers' predictions and male and female responses were significantly different.

A place in which I can work alone (Table 22)

The data in Table 22 indicate that few males and few femlaes saw the job factor of a place where they can work alone as being one which would be important to them in considering an occupation. The data also indicate that the teachers' perceptions of the students' feelings about the importance of this factor were quite accurate. None of the chi-square values were sufficiently large to reject the null hypotheses. Note that the job factor is one of the few which students see as being relatively unimportant.

Time to be with my family (Table 23)

The data show that approximately 95% of male and female students indicated that time to be with their family was either very important or important. More than 65% of the students indicated that this was a very important factor to be considered in thinking about a possible occupation. The data reflects the teachers' inaccurate perceptions of their students' feelings of the importance of this factor. The teachers predicted that at

least 60% of the students would perceive a chance to be with their family as being relatively unimportant, but the students' responses show that only 6% considered this as a relatively unimportant factor. The data in this table again support the trend of the data in Tables 2-22 which is a trend for students to see many of these factors as being relatively important to them in considering an occupation, while the teachers perceive the students as seeing these factors as being relatively unimportant. The comparison of the sexes produced a non-significant chi-square, while the comparison of the sexes with the teachers' predictions produced chi-square values significant at the .001 level.

A place where I can work with other people (Table 24)

The chi-square values computed for the data in Table 24 yielded two values which were significant at the .05 level. The significant chi-square values resulted from the comparisons of teacher perception of students' feelings about a place where they could work with other people and students' response to that job factor. The general impact of the data is that the teachers' perceptions were that students would see this as being merely an important factor in considering an occupation while the students indicated that their feelings were that this factor was either very important or important to them. Note that the teachers predicted that less than 5% of the students would see a place where they could work with other people as being very important while the students (approximately one third) responded that this was a very important factor to them. Also note that approximately 85% of the students indicated that this job factor would be important. This supports the data in Table 22 which show that the students were relatively unconcerned about a place in which they could work alone.

Opportunity to be creative and original (Table 25)

The data in Table 25 show that approximately 75% of the students indicated that the opportunity to be creative or original would be an important factor to them in considering a possible occupation. Males and females perceived in a similar manner. The teachers, on the other hand, anticipated that approximately 75% of their students would see this factor as being unimportant. What the data seem to point out is that teachers feel that the students would consider an opportunity to be creative and original as a factor of little importance to them, when in fact, the students overwhelmingly endorsed this factor as one which is indeed important. The chi-square value computed for the comparison between boys and girls was not significant, while the comparisons between student and teacher responses were significant at the .001 level.

Secure future (Table 26)

The data in Table 26 reflect the students' perceptions of a secure future as being very important in that approximately 70% indicated that this would be a very important factor and 23% indicated that it would be an important factor. Males and females responded in a similar manner. The data analysis yielded two significant chi-square values. Note that the teachers predicted that approximately 45% of the students would see this factor as being relatively unimportant, when in fact, only 5% saw this factor as being relatively unimportant. It would appear that teachers see their students as being rather unconcerned about a secure future while the students' responses indicated that they are tremendously concerned about a job which offers a secure future.

A job close to home (Table 27)

The data show that 45% of the males and 28% of the females saw a job close to home as having some importance to them in considering an occupa-

tion. Although there was a slight tendency for relatively more of the males to see this as being a very important factor, the overall comparison produced non-significant chi-square values when the sexes were compared. The teachers were reasonably accurate in their perceptions of how students perceived the value of a job close to home. It is to be noted that of the thirty job factors to which the students responded, there were few others to which as many as 50% of the students responded that the factor was relatively unimportant to them.

Vacation and holidays with pay (Table 28)

The data in Table 28 suggest that a relatively large percentage (more than 75%) of the students indicated that vacations and holidays with pay to be either very important or important to them in their choosing an occupation. The data also show that the teachers' perceptions of the value that students would place on this job factor were reasonably accurate.

Interesting work (Table 29)

The chi-square value computed as a result of the comparison of male and female responses to the job factor of interesting work was not significant, i.e., approximately 60% of males and females indicated that this job factor would be very important to them in considering a possible occupation. However, the data in Table 29 show that the teachers perceived that their students would see interesting work as being merely important, while in fact, a relatively large number of the students indicated that this factor would be very important to them. The chi-square values resulting from the comparison of the teachers' predictions of student responses and actual student responses were significant at the .01 level. Note that the teachers felt that approximately 20% of the students would say that they consider interesting work as very important but more than 60% of the students responded that this factor was very important.

Job extras such as pensions, sick benefits, etc. (Table 30)

Examination of the data shown in Table 30 shows that both males and females responded to the job factor of job extras, such as pensions and sick benefits, as being one which would be relatively important to them. However, when the students' actual responses were compared with the teachers' predictions of their responses, it was found that the teachers perceived that the students would see this factor as being relatively unimportant, when in fact, more than 80% of the students indicated that the factor of job extras as being important.

A chance to be my own boss (Table 31)

The comparisons between the two groups of students responses and between the teachers' perceptions of how the females would respond produced no significant chi-square values. The one significant chi-square value resulted from the comparison of the male students' responses to the item and the teachers' predictions of how males would respond. The significant difference was produced by the fact that almost 65% of the males indicated that a chance to be their own boss would be either very important or important to them, while the teachers' perceptions were that approximately 35% of the males would see the factor as being very important or important. The teachers predicted rather accurately how females would respond.

SUMMARY OF TABLES 2-31

In general, the impact of the data shown in Tables 2-31 is that there was an overall tendency for male and female students to agree that many of these job factors would be important to them in considering an occupation. There were, however, three instances in which males and females did

not agree in their perceptions about the relative importance of the job factor. The factors to which relatively more males than females indicated that the factor would be very important to them were: 1) a steady job and 2) a chance to prove that I can do as well as anyone else. The factor to which relatively more females than males indicated that the factor would be very important to them was the factor of a chance to help others.

The overall analysis of the data in Tables 2-31 suggests that the teachers generally perceived that the students would indicate that the factors would be relatively unimportant to them but the students responded that the factors were important. It would appear that the students consider almost all of these thirty job factors as being important in considering an occupation while the teachers see their students as perceiving these job factors as being relatively unimportant. It would appear from the data that the students saw factors producing ego or self-satisfaction, financial reward, good working conditions, and good interpersonal relationships on the job as being important. They did not seem to indicate that financial reward would be more important than satisfactions gained through working in good conditions, i.e., a variety of job satisfactions seem to be important to these students.

In general, the answers to two of the questions posed in the study are: 1) ninth-grade males and ninth-grade females are generally in agreement with respect to the importance that certain job factors have for them in considering an occupation, and 2) the extent to which teachers perceive (or can predict) the importance that these job factors have for their students is limited.

VI. Summary and Conclusions

It is generally recognized that the tasks of selecting and preparing

for an occupation has become quite complex in our society. Educators are now recognizing the importance of helping students approach this task. They are concerned about how the curriculum can be modified in order to assist adolescents in learning about occupations and in developing skills and attitudes necessary in making wise vocational decisions.

Although educators are concerned about providing vocationally related experiences, it appears that there is limited knowledge about the kinds of factors that influence their students' thinking about their future occupations. Further, there is little knowledge about whether the factors which might influence a male adolescent's thinking about his future occupation are the same factors which would influence a female's thinking. It also appears that there is limited evidence about what adolescents see as being "success" in the occupational world.

Since little information is available about how adolescents view the world-of-work, the study was designed to obtain information that would be useful to educators in determining whether selected job factors would be important to students, whether males and females differed in their perceptions of the importance of these factors, whether teachers could predict the degree of this importance, and whether students agreed on what determines job "success."

A review of the literature revealed that there is some information available about how students see the status of some jobs and about how family background influences job selection. However, there was no information which was directly related to the questions posed for the study.

Specifically, the study was designed to answer the questions of: 1) do ninth-grade male and female students differ in their perceptions of job factors which would be important to them in choosing an occupation, 2) do ninth-grade male and female students differ in their perceptions of what

constitutes job "success," and 3) do teachers and counselors accurately identify the degree of importance that selected job factors have for ninth-grade students?

Questionnaires were used to obtain information relevant to the questions posed. The questionnaires were designed to 1) yield data relevant to the degree of importance that certain job factors were to ninth-grade students, and 2) determine students' perceptions of job "success."

These instruments were administered to students in the New Orleans area. The questionnaire which was designed to yield data about which job factors would be important to students was also administered to 35 teachers or counselors who were instructed to respond as if they were ninth-grade students that were well known to them. The 70 students identified by the teachers also responded to the instrument.

The obtained data were analyzed in an effort to answer the questions posed for the research. Chi-square tests of significance were used in determining whether the responses of the groups of the students and the responses of the students and teachers were significantly different.

The analysis of the data indicated that the students believed that the best definition of occupational success means doing the best one can within one's capabilities. This finding was quite different from the finding of a similar study by Sorenson and Morris (1962). The data also suggested that male and female students agree in their perceptions of what constitutes job success.

The data analysis suggested that the students saw most of the thirty selected job factors as factors which would be relatively important to them in choosing an occupation.

It appeared that the job factors which were considered to be of greatest importance in choosing an occupation were: personal satisfaction

from doing a job right, a steady job, duty to do my best on the job, liking the job itself, time to be with my family, secure future, and interesting work.

It also appeared that, with few exceptions, male and female students agreed in their perceptions of how important the job factors would be in choosing an occupation.

The data analysis suggests that the extent to which the teachers perceived (or could predict) the importance that the job factors had for the students is quite limited.

From the data gathered in the study it does not seem unreasonable to draw the following conclusions:

1. Male and female students, who are similar to the students who participated in the study, are in general agreement about what constitutes job "success."

2. Male and female ninth-grade students, who are similar to the students who participated in the study, are in general agreement about which factors are important to them when considering an occupation.

3. Teachers may well be relatively inaccurate in the perceptions of their students' feelings toward factors to be considered in choosing an occupation.

It would seem that the data gathered in this study would be valuable to educators. Such information could assist educators in understanding their students' perceptions of and feelings toward the world-of-work. The data suggest that educators would be well advised to assess students' feelings about job success and the importance of job factors prior to determining which kind of vocational information and experiences are to be offered.

The data gathered in this study suggest that additional research might well be conducted to answer questions of whether, for example, ninth and twelfth-grade students differ in their perceptions of factors which might influence their thinking of occupations and whether teachers are accurate in their perceptions of how twelfth-grade students see the world-of-work. Similar research might also be conducted in elementary schools.

APPENDIX A

Dear Teacher or Counselor:

Enclosed is a deck of I.B.M. cards on which are printed factors which one might consider when choosing an occupation. Your task is to decide how important each item would be to a ninth grade student which you know well in choosing an occupation. The most difficult part lies in the fact that you, as an adult, must perceive as a student. This means that you will have to rely heavily upon your own experiences in marking your assessments. To assess each job factor, place a check mark under the heading of "very important," "important," "not too important," or "not at all important." Please identify both a male and a female student whom you know quite well and complete a deck of cards for each of them. You are also to record the names of the students so that they too can respond to the instrument.

There are no right or wrong answers. We only wish to know how important you think these job factors are to ninth grade students in their thinking about occupations. As soon as this data are tallied, you will be furnished with a copy of the results.

APPENDIX B

INSTRUCTIONS TO THE TEACHER:

Please read the following statement to your students.

Students, this class has been selected to participate in a study which is concerned with ninth-grade students and how they feel about certain things concerning jobs.

You will be asked to complete two questionnaires today. They are very easy to complete. Now I shall pass out the first questionnaire to each of you.

PASS OUT TWO PAGE QUESTIONNAIRE. Say to the student LET'S READ THE STUDENT LETTER TOGETHER.

After the students have completed the questionnaire PASS OUT THE SPECIALLY CODED WHITE ENVELOPES TO THE TWO "SELECTED" STUDENTS AND THE OTHER CODED WHITE ENVELOPES TO ALL OTHER STUDENTS. The white envelopes contain the JFQ.

Instruct the students to read the instructions for completing the questionnaires and offer assistance to those who have any difficulty in understanding the instructions.

Make sure that all students who have received the white envelopes containing the I.B.M. cards have written their name on the outside portion of the envelope.

NOTE TO THE TEACHER:

1. It would be better if the students used pencil rather than pen.

2. You may want to give an example of how the students are to respond to the job factor questionnaire. Here is an example:

A steady job is a good job

very important important not too important not at all important

_____ _____ _____ _____

3. A reasonable time allottment would probably be 10 to 15 minutes for the first questionnaire with the remainder of the time spent on the job factor section.

4. Put I.B.M. cards in order according to the number on the back side.

APPENDIX C

Dear Students:

The questionnaires are designed to obtain information about some of the ninth grade students in your school. This information will help teachers and counselors to better provide you with educational and occupational information.

What we are asking you to do is very simple. Please read the questions and complete the blanks as best as you can.

I think you will find that filling out the questionnaires is interesting. We hope this information will help us to provide you with better information about educational opportunities and about different vocations.

STUDENT QUESTIONNAIRE

PRINT

Student's name_____, _____, _____
Last First Middle initial

Name of School_____Grade___Birthdate_____
month day year

Father's occupation (if known)_____

Mother's occupation (if known)_____

1. Do you plan to complete high school? (check one)

   a. ___yes

   b. ___no

2. If you intend to finish high school, do you plan to continue your education (such as college, trade school, business school, etc.?) (check one)

   a. ___yes

   b. ___no

3. If you had your choice and you were completely free to choose, what type of job would you <u>like to do</u> as a lifetime of work?

   _____

   _____

   _____

4. Considering your abilities, your educational plans, and your financial resources, what type of job do you <u>actually expect</u> you will be doing as a lifetime of work?

   _____

   _____

   _____

please turn the page and go on

5. Below are listed eight definitions of vocational "success." Pick out the one definition which you think best defines occupational success. Read all of the statements, then place a check mark to the left of the one that you think is the best definition of occupational "success."

Definitions

_____a. Success means enjoying the tasks of the job

_____b. Success means earning the respect of one's fellow workers and employers

_____c. Success means gaining satisfaction from helping others

_____d. Success means getting promoted on the job

_____e. Success means having a prestige job that other people envy

_____f. Success means doing the best one can within one's capabilities

_____g. Success means doing as little as possible for the highest pay

_____h. Success means earning the highest possible salary for that kind of work

APPENDIX E

Note: The JFQ consists of the 30 items as shown here. However, each item and the instructions are printed on separate IBM data cards and the item deck is shuffled to reduce any bias that might result from a common ordering of items.

Instructions:

There are many things a person considers when he or she is choosing a possible occupation. Some of these things are listed below. Your task is to decide exactly how important each item would be to you in choosing an occupation. Do this by placing a check mark (✓) on the line under either "Very important," "Important," "Not too important," or "Not at all important." Please do not skip any item or make more than one check mark for any item.

There are no right or wrong answers, so you can be honest. We only wish to know how important certain things about occupations are to 9th grade students.

When you have finished go back and make sure that you have made a check mark for each item.

	Very Important	Important	Not Too Important	Not At All Important
A job close to home.	_____	_____	_____	_____
Praise for good work from the boss	_____	_____	_____	_____
Respect for holding a good job from friends and family.	_____	_____	_____	_____
Chance for a promotion	_____	_____	_____	_____

	Very Important	Important	Not Too Important	Not At All Important
Chance for a pay raise.	_____	_____	_____	_____
Steady job.	_____	_____	_____	_____
Liking the job itself	_____	_____	_____	_____
Time tc be with my family	_____	_____	_____	_____
A place where I can work with other people	_____	_____	_____	_____
Interesting work.	_____	_____	_____	_____
Vacaticn and holidays with pay.	_____	_____	_____	_____
A chance to be my own boss.	_____	_____	_____	_____
Opportunity to be creative and original .	_____	_____	_____	_____
Secure future	_____	_____	_____	_____
Job extras such as pensions, sick benefits, etc	_____	_____	_____	_____
Personal satisfaction from doing a job right	_____	_____	_____	_____
A good boss	_____	_____	_____	_____
A chance to exercise leadership	_____	_____	_____	_____
A chance to help others	_____	_____	_____	_____

	Very Important	Important	Not Too Important	Not At All Important
A chance to use my special abilities.				
A place where I can work alone.				
A good company.				
Good working conditions				
A boss that does not bawl out workers				
Praise for good work from fellow workers. . . .				
Nice people to work with.				
Chance to prove that I can do as well as anyore else.				
Good pay.				
Working with friends and neighbors.				
Duty to do my best on the job				

TABLE 2

STUDENT AND TEACHER RESPONSES TO THE DEGREE TO WHICH PERSONAL SATISFACTION FROM DOING A JOB RIGHT WOULD BE IMPORTANT TO STUDENTS IN CHOOSING AN OCCUPATION

Degree of Importance	Groups			
	Males (n=35)	Teachers (n=35)	Females (n=35)	Teachers (n=35)
	%	%	%	%
Very important	69	23	63	23
Important	26	37	34	37
Not too important	5	40	3	40
Not at all important	0	0	0	0

Comparison of relative frequencies of male and female students yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and males yielded chi-square which was significant at or beyond .001

Comparison of relative frequencies of teachers and females yielded chi-square which was significant at or beyond .001

Note: Small cell frequencies were polled with frequencies in adjoining cells when warranted for chi-square computations.

Note: Percentages rounded to whole numbers.

TABLE 3

STUDENT AND TEACHER RESPONSES TO THE DEGREE TO WHICH
PRAISE FOR GOOD WORK FROM FELLOW WORKERS
WOULD BE IMPORTANT TO STUDENTS IN CHOOSING AN OCCUPATION

Degree of Importance	Groups			
	Males (n=35)	Teachers (n=35)	Females (n=35)	Teachers (n=35)
	%	%	%	%
Very important	20	11	14	14
Important	37	31	40	34
Not too important	37	46	31	43
Not at all important	6	12	15	9

Comparison of relative frequencies of male and female students yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and males yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and females yielded chi-square which was non-significant

Note: Small cell frequencies were polled with frequencies in adjoining cells when warranted for chi-square computations.

Note: Percentages rounded to whole numbers.

TABLE 4

STUDENT AND TEACHER RESPONSES TO THE DEGREE TO WHICH
GOOD WORKING CONDITIONS
WOULD BE IMPORTANT TO STUDENTS IN CHOOSING AN OCCUPATION

Degree of Importance	Groups			
	Males (n=35)	Teachers (n=35)	Females (n=35)	Teachers (n=35)
	%	%	%	%
Very important	63	20	51	17
Important	34	54	37	40
Not too important	3	26	12	43
Not at all important	0	0	0	0

Comparison of relative frequencies of male and female students yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and males yielded chi-square which was significant to or beyond .001

Comparison of relative frequencies of teachers and females yielded chi-square which was significant at or beyond .001

Note: Small cell frequencies were polled with frequencies in adjoining cells when warranted for chi-square computations.

Note: Percentages rounded to whole numbers.

TABLE 5

STUDENT AND TEACHER RESPONSES TO THE DEGREE TO WHICH GOOD PAY WOULD BE IMPORTANT TO STUDENTS IN CHOOSING AN OCCUPATION

Degree of Importance	Groups			
	Males (n=35)	Teachers (n=35)	Females (n=35)	Teachers (n=35)
	%	%	%	%
Very important	60	57	54	60
Important	40	43	37	31
Not too important	0	0	9	9
Not at all important	0	0	0	0

Comparison of relative frequencies of male and female students yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and males yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and females yielded chi-square which was non-significant

Note: Small cell frequencies were polled with frequencies in adjoining cells when warranted for chi-square computations.

Note: Percentages rounded to whole numbers.

TABLE 6

STUDENT AND TEACHER RESPONSES TO THE DEGREE TO WHICH A GOOD BOSS WOULD BE IMPORTANT TO STUDENTS IN CHOOSING AN OCCUPATION

Degree of Importance	Groups			
	Males (n=35)	Teachers (n=35)	Females (n=35)	Teachers (n=35)
	%	%	%	%
Very important	51	54	57	43
Important	34	31	34	34
Not too important	15	15	9	23
Not at all important	0	0	0	0

Comparison of relative frequencies of male and female students yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and males yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and females yielded chi-square which was non-significant

Note: Small cell frequencies were polled with frequencies in adjoining cells when warranted for chi-square computations.

Note: Percentages rounded to whole numbers.

TABLE 7

STUDENT AND TEACHER RESPONSES TO THE DEGREE TO WHICH
A STEADY JOB
WOULD BE IMPORTANT TO STUDENTS IN CHOOSING AN OCCUPATION

Degree of Importance	Groups			
	Males (n=35)	Teachers (n=35)	Females (n=35)	Teachers (n=35)
	%	%	%	%
Very important	83	20	54	11
Important	14	57	37	55
Not too important	3	29	9	34
Not at all important	0	0	0	0

Comparison of relative frequencies of male and female students yielded chi-square which was significant at or beyond .05

Comparison of relative frequencies of teachers and males yielded chi-square which was significant at or beyond .001

Comparison of relative frequencies of teachers and females yielded chi-square which was significant at or beyond .001

Note: Small cell frequencies were polled with frequencies in adjoining cells when warranted for chi-square computations.

Note: Percentages rounded to whole numbers.

TABLE 8

STUDENT AND TEACHER RESPONSES TO THE DEGREE TO WHICH
DUTY TO DO MY BEST ON THE JOB
WOULD BE IMPORTANT TO STUDENTS IN CHOOSING AN OCCUPATION

Degree of Importance	Groups			
	Males (n=35)	Teachers (n=35)	Females (n=35)	Teachers (n=35)
	%	%	%	%
Very important	80	14	77	11
Important	20	20	20	23
Not too important	0	55	3	57
Not at all important	0	11	0	15

Comparison of relative frequencies of male and female students yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and males yielded chi-square which was significant at or beyond .001

Comparison of relative frequencies of teachers and females yielded chi-square which was significant at or beyond .001

Note: Small cell frequencies were polled with frequencies in adjoining cells when warranted for chi-square computations.

Note: Percentages rounded to whole numbers.

TABLE 9

STUDENT AND TEACHER RESPONSES TO THE DEGREE TO WHICH RESPECT FOR HOLDING A GOOD JOB FROM FRIENDS AND FAMILY WOULD BE IMPORTANT TO STUDENTS IN CHOOSING AN OCCUPATION

Degree of Importance	Groups			
	Males (n=35)	Teachers (n=35)	Females (n=35)	Teachers (n=35)
	%	%	%	%
Very important	39	11	40	9
Important	29	61	26	58
Not too important	25	26	27	26
Not at all important	7	2	7	7

Comparison of relative frequencies of male and female students yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and males yielded chi-square which was significant at or beyond .01

Comparison of relative frequencies of teachers and females yielded chi-square which was significant at or beyond .01

Note: Small cell frequencies were polled with frequencies in adjoining cells when warranted for chi-square computations.

Note: Percentages rounded to whole numbers.

TABLE 10

STUDENT AND TEACHER RESPONSES TO THE DEGREE TO WHICH LIKING THE JOB ITSELF WOULD BE IMPORTANT TO STUDENTS IN CHOOSING AN OCCUPATION

Degree of Importance	Groups			
	Males (n=35)	Teachers (n=35)	Females (n=35)	Teachers (n=35)
	%	%	%	%
Very important	71	20	74	23
Important	20	49	17	48
Not too important	9	26	9	26
Not at all important	0	5	0	3

Comparison of relative frequencies of male and female students yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and males yielded chi-square which was significant at or beyond .001

Comparison of relative frequencies of teachers and females yielded chi-square which was significant at or beyond .001

Note: Small cell frequencies were polled with frequencies in adjoining cells when warranted for chi-square computations.

Note: Percentages rounded to whole numbers.

TABLE 11

STUDENT AND TEACHER RESPONSES TO THE DEGREE TO WHICH
A BOSS THAT DOES NOT BAWL OUT WORKERS
WOULD BE IMPORTANT TO STUDENTS IN CHOOSING AN OCCUPATION

Degree of Importance	Groups			
	Males (n=35)	Teachers (n=35)	Females (n=35)	Teachers (n=35)
	%	%	%	%
Very important	17	20	20	17
Important	26	23	34	37
Not too important	34	34	29	26
Not at all important	23	23	17	20

Comparison of relative frequencies of male and female students yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and males yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and females yielded chi-square which was non-significant

Note: Small cell frequencies were polled with frequencies in adjoining cells when warranted for chi-square computations.

Note: Percentages rounded to whole numbers.

TABLE 12

STUDENT AND TEACHER RESPONSES TO THE DEGREE TO WHICH A CHANCE TO PROVE THAT I CAN DO AS WELL AS ANYONE ELSE WOULD BE IMPORTANT TO STUDENTS IN CHOOSING AN OCCUPATION

Degree of Importance	Groups			
	Males (n=35)	Teachers (n=35)	Females (n=35)	Teachers (n=35)
	%	%	%	%
Very important	63	20	37	9
Important	11	43	43	23
Not too important	17	34	11	34
Not at all important	9	3	9	34

Comparison of relative frequencies of male and female students yielded chi-square which was significant at or beyond .05

Comparison of relative frequencies of teachers and males yielded chi-square which was significant at or beyond .001

Comparison of relative frequencies of teachers and females yielded chi-square which was significant at or beyond .001

Note: Small cell frequencies were polled with frequencies in adjoining cells when warranted for chi-square computations.

Note: Percentages rounded to whole numbers.

TABLE 13

STUDENT AND TEACHER RESPONSES TO THE DEGREE TO WHICH PRAISE FOR GOOD WORK FROM THE BOSS WOULD BE IMPORTANT TO STUDENTS IN CHOOSING AN OCCUPATION

Degree of Importance	Groups			
	Males (n=35)	Teachers (n=35)	Females (n=35)	Teachers (n=35)
	%	%	%	%
Very important	31	9	26	9
Important	36	38	42	31
Not too important	26	39	25	32
Not at all important	7	14	7	28

Comparison of relative frequencies of male and female students yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and males yielded chi-square which was significant at or beyond .05

Comparison of relative frequencies of teachers and females yielded chi-square which was significant at or beyond .05

Note: Small cell frequencies were polled with frequencies in adjoining cells when warranted for chi-square computations.

Note: Percentages rounded to whole numbers.

TABLE 14

STUDENT AND TEACHER RESPONSES TO THE DEGREE TO WHICH CHANCE FOR A PROMOTION WOULD BE IMPORTANT TO STUDENTS IN CHOOSING AN OCCUPATION

Degree of Importance	Groups			
	Males (n=35)	Teachers (n=35)	Females (n=35)	Teachers (n=35)
	%	%	%	%
Very important	49	14	43	23
Important	40	55	43	51
Not too important	11	20	11	26
Not at all important	0	11	3	0

Comparison of relative frequencies of male and female students yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and males yielded chi-square which was significant at or beyond .01

Comparison of relative frequencies of teachers and females yielded chi-square which was non-significant

Note: Small cell frequencies were polled with frequencies in adjoining cells when warranted for chi-square computations.

Note: Percentages rounded to whole numbers.

TABLE 15

STUDENT AND TEACHER RESPONSES TO THE DEGREE TO WHICH CHANCE FOR A PAY RAISE WOULD BE IMPORTANT TO STUDENTS IN CHOOSING AN OCCUPATION

Degree of Importance	Groups			
	Males (n=35)	Teachers (n=35)	Females (n=35)	Teachers (n=35)
	%	%	%	%
Very important	40	46	34	43
Important	48	40	46	31
Not too important	6	14	9	11
Not at all important	6	0	11	15

Comparison of relative frequencies of male and female students yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and males yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and females yielded chi-square which was non-significant

Note: Small cell frequencies were polled with frequencies in adjoining cells when warranted for chi-square computations.

Note: Percentages rounded to whole numbers.

TABLE 16

STUDENT AND TEACHER RESPONSES TO THE DEGREE TO WHICH
A GOOD COMPANY
WOULD BE IMPORTANT TO STUDENTS IN CHOOSING AN OCCUPATION

Degree of Importance	Groups			
	Males (n=35)	Teachers (n=35)	Females (n=35)	Teachers (n=35)
	%	%	%	%
Very important	46	17	37	11
Important	46	34	45	34
Not too important	8	26	9	34
Not at all important	0	23	9	21

Comparison of relative frequencies of male and female students yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and males yielded chi-square which was significant at or beyond .001

Comparison of relative frequencies of teachers and females yielded chi-square which was significant at or beyond .01

Note: Small cell frequencies were polled with frequencies in adjoining cells when warranted for chi-square computations.

Note: Percentages rounded to whole numbers.

TABLE 17

STUDENT AND TEACHER RESPONSES TO THE DEGREE TO WHICH WORKING WITH FRIENDS AND NEIGHBORS WOULD BE IMPORTANT TO STUDENTS IN CHOOSING AN OCCUPATION

Degree of Importance	Groups			
	Males (n=35)	Teachers (n=35)	Females (n=35)	Teachers (n=35)
	%	%	%	%
Very important	14	23	14	14
Important	31	31	29	26
Not too important	43	40	40	40
Not at all important	12	6	17	20

Comparison of relative frequencies of male and female students yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and males yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and females yielded chi-square which was non-significant

Note: Small cell frequencies were polled with frequencies in adjoining cells when warranted for chi-square computations.

Note: Percentages rounded to whole numbers.

TABLE 18

STUDENT AND TEACHER RESPONSES TO THE DEGREE TO WHICH
NICE PEOPLE TO WORK WITH
WOULD BE IMPORTANT TO STUDENTS IN CHOOSING AN OCCUPATION

Degree of Importance	Groups			
	Males (n=35)	Teachers (n=35)	Females (n=35)	Teachers (n=35)
	%	%	%	%
Very important	34	34	40	26
Important	55	51	51	49
Not too important	11	15	9	25
Not at all important	0	0	0	0

Comparison of relative frequencies of male and female students yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and males yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and females yielded chi-square which was non-significant

Note: Small cell frequencies were polled with frequencies in adjoining cells when warranted for chi-square computations.

Note: Percentages rounded to whole numbers.

TABLE 19

STUDENT AND TEACHER RESPONSES TO THE DEGREE TO WHICH
A CHANCE TO EXERCISE LEADERSHIP
WOULD BE IMPORTANT TO STUDENTS IN CHOOSING AN OCCUPATION

Degree of Importance	Groups			
	Males (n=35)	Teachers (n=35)	Females (n=35)	Teachers (n=35)
	%	%	%	%
Very important	26	6	31	11
Important	44	28	35	21
Not too important	23	57	23	57
Not at all important	9	9	11	11

Comparison of relative frequencies of male and female students yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and males yielded chi-square which was significant at or beyond .05

Comparison of relative frequencies of teachers and females yielded chi-square which was significant at or beyond .05

Note: Small cell frequencies were polled with frequencies in adjoining cells when warranted for chi-square computations.

Note: Percentages rounded to whole numbers.

TABLE 20

STUDENT AND TEACHER RESPONSES TO THE DEGREE TO WHICH
A CHANCE TO HELP OTHERS
WOULD BE IMPORTANT TO STUDENTS IN CHOOSING AN OCCUPATION

Degree of Importance	Groups			
	Males (n=35)	Teachers (n=35)	Females (n=35)	Teachers (n=35)
	%	%	%	%
Very important	43	14	69	23
Important	48	20	26	23
Not too important	9	55	5	48
Not at all important	0	11	0	6

Comparison of relative frequencies of male and female students yielded chi-square which was significant at or beyond .05

Comparison of relative frequencies of teachers and males yielded chi-square which was significant at or beyond .001

Comparison of relative frequencies of teachers and females yielded chi-square which was significant at or beyond .001

Note: Small cell frequencies were polled with frequencies in adjoining cells when warranted for chi-square computations.

Note: Percentages rounded to whole numbers.

TABLE 21

STUDENT AND TEACHER RESPONSES TO THE DEGREE TO WHICH
A CHANCE TO USE MY SPECIAL ABILITIES
WOULD BE IMPORTANT TO STUDENTS IN CHOOSING AN OCCUPATION

Degree of Importance	Groups			
	Males (n=35)	Teachers (n=35)	Females (n=35)	Teachers (n=35)
	%	%	%	%
Very important	46	14	43	14
Important	45	54	43	51
Not too important	9	29	11	32
Not at all important	0	3	3	3

Comparison of relative frequencies of male and female students yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and males yielded chi-square which was significant at or beyond .01

Comparison of relative frequencies of teachers and females yielded chi-square which was significant at or beyond .05

Note: Small cell frequencies were polled with frequencies in adjoining cells when warranted for chi-square computations.

Note: Percentages rounded to whole numbers.

TABLE 22

STUDENT AND TEACHER RESPONSES TO THE DEGREE TO WHICH
A PLACE IN WHICH I CAN WORK ALONE
WOULD BE IMPORTANT TO STUDENTS IN CHOOSING AN OCCUPATION

Degree of Importance	Groups			
	Males (n=35)	Teachers (n=35)	Females (n=35)	Teachers (n=35)
	%	%	%	%
Very important	9	0	3	0
Important	23	17	9	9
Not too important	34	46	37	34
Not at all important	34	37	51	57

Comparison of relative frequencies of male and female students yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and males yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and females yielded chi-square which was non-significant

Note: Small cell frequencies were polled with frequencies in adjoining cells when warranted for chi-square computations.

Note: Percentages rounded to whole numbers.

TABLE 23

STUDENT AND TEACHER RESPONSES TO THE DEGREE TO WHICH
TIME TO BE WITH MY FAMILY
WOULD BE IMPORTANT TO STUDENTS IN CHOOSING AN OCCUPATION

Degree of Importance	Groups			
	Males (n=35)	Teachers (n=35)	Females (n=35)	Teachers (n=35)
	%	%	%	%
Very important	69	9	65	11
Important	25	29	29	23
Not too important	3	43	6	43
Not at all important	3	19	0	23

Comparison of relative frequencies of male and female students yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and males yielded chi-square which was significant at or beyond .001

Comparison of relative frequencies of teachers and females yielded chi-square which was significant at or beyond .001

Note: Small cell frequencies were polled with frequencies in adjoining cells when warranted for chi-square computations.

Note: Percentages rounded to whole numbers.

TABLE 24

STUDENT AND TEACHER RESPONSES TO THE DEGREE TO WHICH A PLACE WHERE I CAN WORK WITH OTHER PEOPLE WOULD BE IMPORTANT TO STUDENTS IN CHOOSING AN OCCUPATION

Degree of Importance	Groups			
	Males (n=35)	Teachers (n=35)	Females (n=35)	Teachers (n=35)
	%	%	%	%
Very important	31	0	34	6
Important	54	74	49	71
Not too important	15	23	14	23
Not at all important	0	3	3	0

Comparison of relative frequencies of male and female students yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and males yielded chi-square which was significant at or beyond .01

Comparison of relative frequencies of teachers and females yielded chi-square which was significant at or beyond .05

Note: Small cell frequencies were polled with frequencies in adjoining cells when warranted for chi-square computations.

Note: Percentages rounded to whole numbers.

TABLE 25

STUDENT AND TEACHER RESPONSES TO THE DEGREE TO WHICH OPPORTUNITY TO BE CREATIVE AND ORIGINAL WOULD BE IMPORTANT TO STUDENTS IN CHOOSING AN OCCUPATION

Degree of Importance	Groups			
	Males (n=35)	Teachers (n=35)	Females (n=35)	Teachers (n=35)
	%	%	%	%
Very important	34	11	37	14
Important	43	14	40	14
Not too important	20	58	20	58
Not at all important	3	17	3	14

Comparison of relative frequencies of male and female students yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and males yielded chi-square which was significant at or beyond .001

Comparison of relative frequencies of teachers and females yielded chi-square which was significant at or beyond .001

Note: Small cell frequencies were polled with frequencies in adjoining cells when warranted for chi-square computations.

Note: Percentages rounded to whole numbers.

TABLE 26

STUDENT AND TEACHER RESPONSES TO THE DEGREE TO WHICH
A SECURE FUTURE
WOULD BE IMPORTANT TO STUDENTS IN CHOOSING AN OCCUPATION

Degree of Importance	Groups			
	Males (n=35)	Teachers (n=35)	Females (n=35)	Teachers (n=35)
	%	%	%	%
Very important	74	20	68	43
Important	23	20	26	23
Not too important	3	54	6	34
Not at all important	0	6	0	0

Comparison of relative frequencies of male and female students yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and males yielded chi-square which was significant at or beyond .001

Comparison of relative frequencies of teachers and females yielded chi-square which was significant at or beyond .01

Note: Small cell frequencies were polled with frequencies in adjoining cells when warranted for chi-square computations.

Note: Percentages rounded to whole numbers.

TABLE 27

STUDENT AND TEACHER RESPONSES TO THE DEGREE TO WHICH
A JOB CLOSE TO HOME
WOULD BE IMPORTANT TO STUDENTS IN CHOOSING AN OCCUPATION

Degree of Importance	Groups			
	Males (n=35)	Teachers (n=35)	Females (n=35)	Teachers (n=35)
	%	%	%	%
Very important	21	0	5	6
Important	25	15	23	28
Not too important	43	40	49	41
Not at all important	11	45	23	25

Comparison of relative frequencies of male and female students yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and males yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and females yielded chi-square which was non-significant

Note: Small cell frequencies were polled with frequencies in adjoining cells when warranted for chi-square computations.

Note: Percentages rounded to whole numbers.

TABLE 28

STUDENT AND TEACHER RESPONSES TO THE DEGREE TO WHICH VACATIONS AND HOLIDAYS WITH PAY WOULD BE IMPORTANT TO STUDENTS IN CHOOSING AN OCCUPATION

Degree of Importance	Groups			
	Males (n=35)	Teachers (n=35)	Females (n=35)	Teachers (n=35)
	%	%	%	%
Very important	34	31	26	31
Important	46	43	51	40
Not too important	17	23	20	26
Not at all important	3	3	3	3

Comparison of relative frequencies of male and female students yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and males yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and females yielded chi-square which was non-significant

Note: Small cell frequencies were polled with frequencies in adjoining cells when warranted for chi-square computations.

Note: Percentages rounded to whole numbers.

TABLE 29

STUDENT AND TEACHER RESPONSES TO THE DEGREE TO WHICH INTERESTING WORK WOULD BE IMPORTANT TO STUDENTS IN CHOOSING AN OCCUPATION

Degree of Importance	Groups			
	Males (n=35)	Teachers (n=35)	Females (n=35)	Teachers (n=35)
	%	%	%	%
Very important	63	20	60	17
Important	26	54	31	51
Not too important	11	26	9	32
Not at all important	0	0	0	0

Comparison of relative frequencies of male and female students yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and males yielded chi-square which was significant at or beyond .01

Comparison of relative frequencies of teachers and females yielded chi-square which was significant at or beyond .001

Note: Small cell frequencies were polled with frequencies in adjoining cells when warranted for chi-square computations.

Note: Percentages rounded to whole numbers.

TABLE 30

STUDENT AND TEACHER RESPONSES TO THE DEGREE TO WHICH JOB EXTRAS SUCH AS PENSIONS, SICK BENEFITS, ETC. WOULD BE IMPORTANT TO STUDENTS IN CHOOSING AN OCCUPATION

Degree of Importance	Groups			
	Males (n=35)	Teachers (n=35)	Females (n=35)	Teachers (n=35)
	%	%	%	%
Very important	40	9	31	26
Important	51	23	49	26
Not too important	6	48	17	45
Not at all important	3	20	3	3

Comparison of relative frequencies of male and female students yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and males yielded chi-square which was significant at or beyond .001

Comparison of relative frequencies of teachers and females yielded chi-square which was significant at or beyond .05

Note: Small cell frequencies were polled with frequencies in adjoining cells when warranted for chi-square computations.

Note: Percentages rounded to whole numbers.

TABLE 31

STUDENT AND TEACHER RESPONSES TO THE DEGREE TO WHICH
A CHANCE TO BE MY OWN BOSS
WOULD BE IMPORTANT TO STUDENTS IN CHOOSING AN OCCUPATION

Degree of Importance	Groups			
	Males (n=35)	Teachers (n=35)	Females (n=35)	Teachers (n=35)
	%	%	%	%
Very important	34	14	29	18
Important	29	20	29	29
Not too important	26	60	20	11
Not at all important	11	6	23	12

Comparison of relative frequencies of male and female students yielded chi-square which was non-significant

Comparison of relative frequencies of teachers and males yielded chi-square which was signficant at or beyond .01

Comparison of relative frequencies of teachers and females yielded chi-square which was non-significant

Note: Small cell frequencies were polled with frequencies in adjoining cells when warranted for chi-square computations.

Note: Percentages rounded to whole numbers.

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